

MOTTO AND DEDICATION

MOTTO:

- With love and patience nothing is impossible
- Everything needs a process cause with that process we know what we exactly do
- Create the best, Do the best and for the best

DEDICATION:

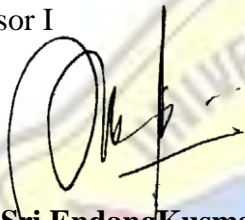
- Allah who always give his full of rohmah and blessing
- My beloved parents who always give spirit and as my inspiration
(Father: Mardi and Mother: Sujiati).
- My beloved husband who always accompanies, supports, and guides me.
(Herjuna Wira Bangsa)
- My beloved brother
(Oktafia Farid Zakaria)
- My beloved best friends
(Eka Aktanti Linafia, Candra Ristiana, M' Novi, M' Santi)

ADVISORS' APPROVAL

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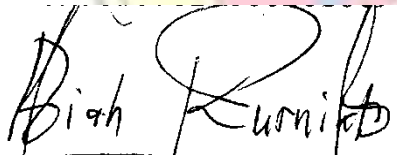
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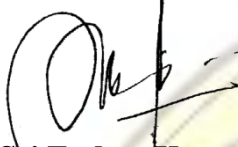
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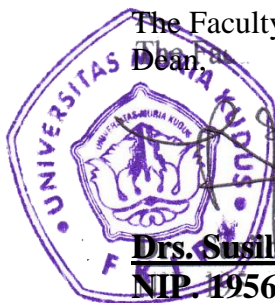

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Kudus, September 27th 2012

Yuni Afifatul Hidayah

ABSTRACT

Hidayah, Yuni Afifatul. 2012. *The Mastery of English Vocabulary of Seventh Grade Students of Mts.Manba'ul Falah Gerit in Academic Year 2012/2013 Taught by Using Contextual Teaching and Learning*. English Education Department, Teacher Training And Education Faculty, Muria Kudus University. Advisors: (i) Dra. Sri Endang Kusmaryati, M.Pd, (ii). Diah Kurniati, S.Pd, M.Pd.

Key words: Vocabulary Mastery, Contextual Teaching and Learning

English as one of the international languages is very important since it is bridge of communication among people in different country. In Indonesia, English is taught in elementary school, junior high school, and senior high school. English mastery also oriented to master language component (vocabulary, grammar and fluency). English vocabulary is one of the elements in teaching English at Junior High School. Vocabulary is the basic competence that must be reached by students in order to get ability in language skill like reading, writing, listening, and speaking. It is difficult to master the other competence without mastering and understanding the vocabulary.

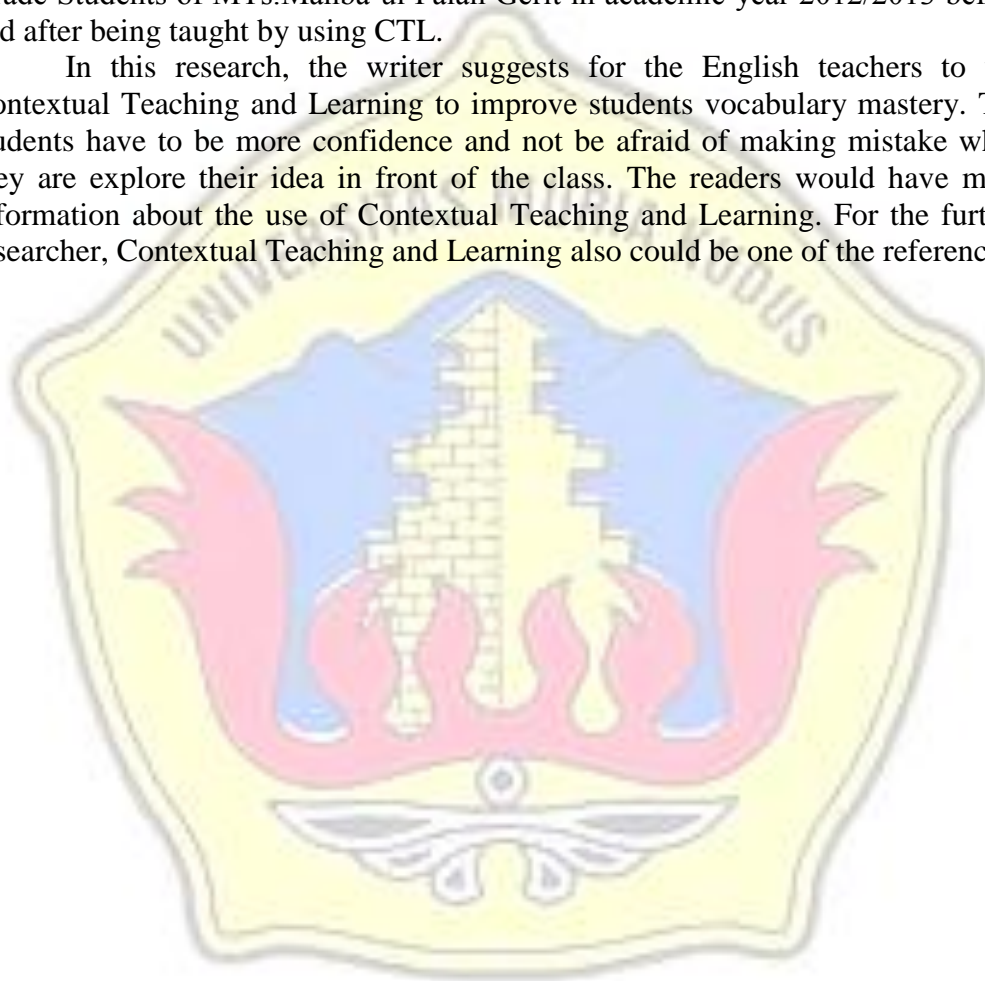
Then, the objective of the study can be stated as follows (1) To find out the Mastery of English Vocabulary of Seventh Grade Students of MTs.Manba'ul Falah Gerit in Academic Year 2012/2013 before being taught by Using CTL, (2)To find out the Mastery of English Vocabulary of Seventh Grade Students of MTs.Manba'ul Falah Gerit in Academic Year 2012/2013 after being taught by Using CTL, (3)To find out whether there is a significant difference between the Mastery of English Vocabulary of Seventh Grade Students of MTs.Manba'ul Falah Gerit in Academic Year 2012/2013 before and after being taught by Using CTL.

Meanwhile, this research belongs to quantitative experimental research with the subject of the research is the Seventh Grade Students of MTs.Manba'ul Falah Gerit in academic Year 2012/2013. This research study involves two variables: first is independent variable that is Contextual Teaching and Learning and the second is dependent variable that is Mastery of English Vocabulary. The writer gave pre test before being taught by using CTL and gave post test after being taught by using CTL. In deciding the sampling, the writer used a cluster random sampling technique. The sample of the research is twenty eight from VII A.

In the result, the minimum score is 35, the maximum score is 70, the mean score is 51.8 and standard deviation is 8.14. It indicates that the mastery of

English vocabulary before being taught by using CTL is categorized as *low*. The minimum score is 50, the maximum score is 85, the mean score is 69 and standard deviation is 8.42. It indicates that the mastery of English vocabulary after being taught by using CTL is categorized as *good*. The mean of the post test is better than the pre test ($69 > 51.8$). The t observation (t_0) is 5.92, the level of significant Degrees of Freedom (df) is $N-1(28-1) = 27$. Since t observation (t_0) has found, the writer has to consult to the t-test table. In this case, t observation of 5.92 was higher than the value under the 0.05 column (2.05), it can be concluded that there is significant difference between the Mastery of English Vocabulary of Seventh Grade Students of MTs.Manba'ul Falah Gerit in academic year 2012/2013 before and after being taught by using CTL.

In this research, the writer suggests for the English teachers to use Contextual Teaching and Learning to improve students vocabulary mastery. The students have to be more confidence and not be afraid of making mistake when they are explore their idea in front of the class. The readers would have more information about the use of Contextual Teaching and Learning. For the further researcher, Contextual Teaching and Learning also could be one of the references.



ABSTRAKSI

Hidayah, Yuni Afifatul. 2012. *Penguasaan Kosa Kata Bahasa Inggris dari Murid Kelas Tujuh MTs. Manba'ul Falah Gerit di Tahun Ajaran 2012/2013 dengan menggunakan CTL*. Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dra. Sri Endang Kusmaryati, M.Pd, (ii). Diah Kurniati, S.Pd, M.Pd.

Kata Kunci : Penguasaan Kosa Kata, CTL

Bahasa Inggris sebagai bahasa Internasional sangat penting sejak bahasa itu digunakan sebagai jembatan komunikasi diantara manusia di berbagai negara yang berbeda. Di Indonesia, bahasa Inggris di kenalkan dari SD, SMP dan SMA. Penguasaan bahasa Inggris juga terorientasi pada penguasaan komponen bahasa (kosa kata, tata bahasa dan kelancaran). Kosa kata bahasa Inggris adalah salah satu unsur pada pengajaran bahasa Inggris di SMP. Kosa kata adalah kemampuan dasar yang harus dijangkau oleh murid agar memperoleh kemampuan di keterampilan bahasa seperti membaca, menulis, mendengar, dan berbicara. hal ini sulit untuk menguasai kemampuan yang lain tanpa penguasaan dan memahami kosa kata.

Penelitian ini memiliki tujuan pembahasan dapat dinyatakan sebagai berikut (1) Untuk menemukan Penguasaan dari Kosa Kata Bahasa Inggris dari murid kelas tujuh dari MTs. Manba'ul Falah Gerit di tahun ajaran 2012/2013 sebelum menggunakan Contextual Teaching and Learning, (2) Untuk menemukan Penguasaan dari Kosa Kata Bahasa Inggris dari murid kelas tujuh dari MTs. Manba'ul Falah Gerit di tahun ajaran 2012/2013 sesudah menggunakan Contextual Teaching and Learning, (3) Untuk menemukan Penguasaan dari Kosa Kata Bahasa Inggris dari murid kelas tujuh dari MTs. Manba'ul Falah Gerit di tahun ajaran 2012/2013 sebelum dan sesudah menggunakan Contextual Teaching and Learning.

Sedangkan, penelitian adalah penelitian kuantitatif dengan subjek penelitian adalah murid kelas tujuh dari MTs. Manba'ul Falah Gerit di tahun ajaran 2012/2013. Pembahasan penelitian ini melibatkan dua variabel: pertama variabel bebas yaitu Contextual Teaching and Learning, dan variabel terikat yaitu Penguasaan Kosa Kata Bahasa Inggris. Penulis memberikan pre test sebelum menggunakan Contextual Teaching and Learning dan memberikan post test sesudah menggunakan Contextual Teaching and Learning. Penulis mengambil sample dengan menggunakan 'Cluster Random Sampling'. Sample penelitian adalah duapuluh delapan dari kelas VII A.

Pada hasil penelitian, score minimum adalah 35, score maksimum adalah 70, score rata-rata adalah 51,8 dan simpangan baku adalah 8,14. Ini menandai bahwa penguasaan dari kosa kata Bahasa Inggris sebelum menggunakan CTL dikategorikan *rendah*. Score minimum adalah 50, score maksimum adalah 85, score rata-rata adalah 69 dan simpangan baku adalah 8,42. Ini menandai bahwa penguasaan dari kosa kata Bahasa Inggris sesudah menggunakan CTL dikategorikan *baik*. Rata-rata dari post test lebih baik dibandingkan dengan pre test ($69 > 51,8$). T observasi (t_0) adalah 5,92, tingkat perbedaan (df) adalah $N - 1$ ($28 - 1$) = 27. Sejak t observasi (t_0) telah ditemukan, penulis yang harus berkonsultasi ke t-tabel test. Dalam hal ini, t observasi dari 5,92 adalah lebih tinggi dibandingkan nilai pada 0,05 kolom (2,05), ini dapat disimpulkan yaitu ada perbedaan berpengaruh nyata di antara Penguasaan dari Kosa Kata Bahasa Inggris dari murid kelas tujuh dari MTs. Manba'ul Falah Gerit di tahun ajaran 2012/2013 sebelum dan sesudah menggunakan CTL.

Pada penelitian ini, penulis menyarankan untuk Guru Bahasa Inggris untuk menggunakan CTL untuk meningkatkan penguasaan kosa kata murid. Murid yang harus lebih kepercayaan dan tidak takut akan berbuat salah yang adalah mengeksplorasi ide mereka di depan kelas. Pembaca akan mempunyai informasi lebih lanjut tentang penggunaan dengan CTL. Untuk peneliti selanjutnya CTL juga dapat dijadikan satu referensi.



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